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ABSTRACT

This report on proceedings of a forum to discuss international cooperation and adult education is divided into four sessions. Each session contains panel presentations on a theme and roundtable discussions. Session one, "Literacy and Adult Education: What Are the Issues?" contains the following presentations: "Towards an International Cooperative Paradigm: A Common Future, Shared Responsibilities" (Ron Leger); "Literacy and International Cooperation in the Next Decade: A Review of the Agenda" (Francisco Vio Grossi); and "Linking International Interaction with the Community Base" (Lalita Ramdas). In session two, "International Networking and Action at the Base," are the following presentations: "North/South Relationships: Who Is Supporting Whom?" (Herman Lovenskiold) and "International Networking and Action at the Base" (Paul Wangoola). Two presentations are in session three, "Beyond Donor-Recipient Relationships": "The German Adult Education Association (DVV) and International Cooperation" (Jakob Horn) and "Private Sector Philanthropy--The Experience of the W. K. Kellogg Foundation" (Arlon Elser). "Opportunities for Action: Literacy, People's Knowledge, Gender Issues, Environmental Learning," the fourth session, has four presentations: "Gender Issues" (Lalla Ben-Barka), translated from the French; "Learning and Environmental Action" (Moema Viezzer); "People's Knowledge/Participatory Research" (Rajesh Tandon); and "Literacy and International Cooperation" (Budd Hall). The conference evaluation, a participant list, and the forum program are provided. (NLA)

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BEYOND NORTH-SOUTH:

A Forum on New Forms of International Cooperation in Adult Education

January 13-15, 1990 **Bangkok, Thailand**

Report on the special international forum held during the Fourth World Assembly on Adult Education for development agencies and non-governmental organizations to exchange views on the role of international cooperation and adult education.

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INTERNATIONAL COUNCIL FOR ADULT EDUCATION

U.S. DEPARTMENT OF EDUCATION
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We would also like to thank ICAE staff members Diana Gibbs, for co-ordinating the forum and producing the final report, and Carroll Blair, for formatting the manuscript for publication.

PREFACE

Never before have we as people around the world known with more certainty that we are tied to each other, each to each, people to people, continent to continent. The environmental movement has helped us all to learn that the forests of the world produce oxygen which flows without passport or question to those people near and far who may in the end cut them down.

The women's movement still works each day to bring to us the message of essential unity of women's struggles.

The bankers, currency traders and share traders who manage our global market economies have instantaneous, electronic unity, a unity of buying and selling, as long as you have money.

The meeting of January 13 - 15 in Bangkok, Thailand can be seen as an important moment in our lives as adult educators when we talk about how we can develop new forms of international cooperation. But not in isolation from the world of trade, of other social movements, of other physical and ecological realities. This meeting is important because it has given us a chance to learn about each other's projects and relationships. We came together here on neutral ground as women and men with shared concerns about the world and the relationship of learning in that world. We put aside our hats as funders, donors, foundation officers, NGO administrators, literacy activists or health promotion specialists and sat together.

In a world where financial power and control is more centralized than ever, where poor nations pay three times as much money each year to rich nations as they receive in aid and nearly one billion people still do not read or write, we need to encourage much more dialogue and action on getting beyond North and South. But in that search let us remember not to confuse the concentration of wealth in the North with a concentration of knowledge. Our solutions will be found, as they have always been found, in the lives of ordinary people.

We invite your comments, ideas and reflections.

Budd L. Hall
Secretary-General
ICAE

OVERVIEW

The Fourth World Assembly on Adult Education provided an excellent opportunity for the International Council for Adult Education to bring together once again development agencies and non-governmental organizations to share views on the role of international cooperation and adult education.

The dialogue is a continuing one, having begun in 1976 in Tanzania at the First World Assembly. The last seminar was held in Sweden in 1986 and the proceedings published in a book entitled Adult Education, Development and International Aid (ICAE: 1987).

This new decade, the last of the century, is clearly going to bring some dramatic shifts in global relations and it appears that democracy, participation and human resource development will be catchwords in virtually all aspects of these changes.

In an effort to take stock of the current international context and prepare for the next decade of development, the North-South Forum at the World Assembly was organized on the theme of **Developing New Forms of International Cooperation in Adult Education**.

The Forum was held over a three-day period. It was divided into four sessions and covered current issues in literacy and adult education internationally, the context of international networking, various ways of cooperating and specific opportunities for action. Each session had brief panel presentations on the theme and then opened into round-table discussion.

Participants included development agencies and leading NGOs in adult education from all regions. This report offers a summary of the presentations and discussion in each session, although it cannot possibly do justice to the diverse experience and spirited contributions of the participants. There were, however, several points which emerged and seemed to strike a common chord of agreement.

Throughout the Forum, and indeed the entire World Assembly, there was a consistent expression of the need for revisioning of global development and international cooperation. This new vision must incorporate more equitable gender relations, sustainable development and education for empowerment, participation and democracy.

In promoting this vision, broad-based coalitions will be necessary to organize and advocate for change. Development agencies must be part of these coalitions as partners in solidarity, not just funding bodies. However, developing these partnerships requires greater understanding between the partners in several respects.

Key to this mutual understanding is a broader grasp of the reality of existing reciprocity and net transfer of resources from South to North. Aid and international cooperation cannot be looked at outside this context, and partnerships must be based on this understanding.

Continued attention must be given to gender relations, inequity in development processes and the specific contribution of women's work and knowledge to the society. In particular, women must become involved as the decision-makers within these organizations, not simply relegated to simply influencing decisions.

Coalition building and international networking were also considered new ways of working which allow for diversity of expression. These more fluid structures can capture the dynamism of people's movements without concentrating resources and leadership in a centralized bureaucratic structure.

Particular opportunities for action by ICAE were highlighted and included support for the women's program, the environmental learning network, an international participatory research centre and strengthening the capacity of literacy structures around the world.

Evaluation of the seminar was very positive and enthusiastic. One participant wrote, "Thank you for a useful experience and a revival of 'hope'". There was general consensus that issues raised at the Forum should be carried forward in similar forums organized at the regional and/or national levels in an ongoing attempt to redefine relationships, clarify terminology and deepen our understanding of the international context.

Session I

Literacy and Adult Education: What are the issues?

The initial session began with an overview of issues in literacy, adult education and international cooperation. Dame Nita Barrow, chair of the Forum, stressed the need to have learners dictate their needs and be involved in the design of programs. Ron Léger, Director of the Division of International Non-governmental Organizations of the Canadian International Development Agency called for a revisioning of development strategy that would be people-centred and place poor people first.

Francisco Vio Grossi, Secretary-General of the Latin American Council for Adult Education, then cited ten factors which must inform international cooperation in the field of literacy. Finally, Lalita Ramdas spoke of the need to strengthen the connection between international networking and cooperation and impact at the local, grass-roots level.

Following the presentations, discussion was wide-ranging but essentially fell under three themes: the role of the state, the role of development agencies and literacy as a vehicle to promote development.

Towards an International Cooperative Paradigm: A Common Future, Shared Responsibilities (full paper available on request)

Presenter: Ron Léger, Director, International NGO Division, Canadian International Development Agency (CIDA)

The promotion of a more sustainable future will increasingly place greater demands and responsibilities on voluntary organizations and citizens, particularly popular education organizations, at all levels of society and in all countries. Even though these organizations have been largely responsible for the rapid increase in public awareness about sustainability and poverty issues, the challenges ahead are much greater, and require a broader vision.

Global poverty will increasingly compromise any efforts to promote sustainable development even in the richer countries of the North. Poverty alleviation really should mean a concerted and global fight against poverty, not just piecemeal measures for the poor.

Such a concerted strategy is only possible if policies and actions promote a people-centred development that places poor people first.

Giving priority to poor people means:
- cultural revival that links the past to the present and builds self-esteem;
- basic literacy which builds self-confidence and awareness to reach beyond the immediate and local;
- promotion of women in decision-making at all levels of human activity;
- democratic practices at the micro level that are relevant to the culture of the poor;
- formal education, especially universal primary education;
- interaction between the micro and the macro level to influence social policy. Awareness is not enough;
- representation from poor people at all political levels to promote appropriate programmes and policies;
- actions and policies at all levels to meet basic needs.

In order to promote a people-centred development process, the real challenge facing both funders and adult education organizations is the same: **the need to completely revise our approaches to development and to our way of cooperating with each other.** We are really talking about a major paradigm shift, a revolution in our way of doing our business and viewing our mandates and responsibilities. This does not mean that we will become the same, nor pursue the same approaches. However it does mean that each must examine its mandates, development premises and highlight its comparative advantages.

There will be an increased need for collaboration not as implementors of the others' projects but as collaborators and learners of the peoples' own agendas. To do so we will have to emphasize each others' comparative advantages. This will require a greater depth of dialogue and agreement on shared values, long term goals, and strategies and methods of operation.

Adult education will have an increasingly important role in promoting people-centred democracy at all levels including the family, churches, our schools, development NGOs, cultural organizations, work places, and community associations. People-centred democracy is not based on majority rule but rather on individuals of diverse backgrounds freely choosing to work and live together for their own common good. In this regard, democracies promoting cultural diversity will become as important for our prosperity and survival as bio-diversity is for environmental conservation.

Popular and adult education must promote the democratic learning process which is the foundation of capacity-building for grass-roots organizations. **The major challenge is not so much to make people literate, but rather to help people appreciate their own capacities to manage and to learn.** As the Call for Action states, we begin with the assumption that all peoples can find both the direction and the capacity for development within themselves. Development cannot be done by others...and can no longer be done in isolation.

People-centred development is in itself a learning process. It should provide people with a strong sense of mission, and self-confidence. It should replace negative, impossibility-thinking with the possible. It will require supportive multi-sectoral coalitions, improved information networks, and exchanges within the Third World to reinforce the motivation of people living in different cultures and continents but in similar conditions.

ICAE and its regional members form an international movement second to none at the present time. It is well rooted, well organized in all regions and internationally, intellectually capable, and respected as a non-threatening catalyst. Furthermore it is one of the only such organizations where North/South and South/South exchanges flows as a matter of course. ICAE is therefore capable to initiate with others a GLOBAL PEOPLE'S FORUM, a sort of World Assembly of Citizens' Movements, "people's UN". Such a forum would meet annually if appropriate and would discuss all major issues of interest to poor people the world over. Such a Global Forum would be formed by peoples' movements and citizens' associations where indigenous peoples would play a major role in shaping the framework of discussion. It would require balanced cultural and scientific representation from regions, but would not duplicate the nation-state, nor tribal representation of current international organizations.

The emerging global community demands that we have the foresight to build new forms of international cooperation through strong and enlightened international and inter-disciplinary institutions at all levels of society. This is the heart of international cooperation. The degree of credibility the NGO community now enjoys internationally carries with it the added responsibility of exploring and reflecting on new cooperative approaches that respect cultural diversity, scientific thought and traditional science and wisdom in the promotion of people-centred development.

Literacy and International Cooperation in the Next Decade: A Review of the Agenda

Presenter: Francisco Vio Grossi, Secretary-General, Latin America Council for Adult Education

Focusing on international cooperation and literacy, Vio Grossi spoke from his long experience in popular education in Chile, first with the peasant movement pre-1973, then during the struggle for democracy during 1974-75, the fight for a return to civilian rule and now the efforts to rebuild democracy.

He noted that the conventional way of relating between donors and NGOs is too paternalistic and doesn't work well as it creates dependence by the South on the North and forges divisions between Southern NGOs.

He highlighted ten issues which affect the quality of literacy programs which need to be incorporated into the agenda for international cooperation:

1. Literacy must be a permanent effort and not limited to campaigns such as the one which took place in Nicaragua. There are rising rates of illiteracy in North and South. These efforts are not only for the poor but to prevent the emergence of an illiterate society.

2. Literacy must penetrate all aspects of the educational system and not be seen in isolation. Privatization of education is creating two classes of schooling, first class for the rich and second class, for the poor.

   A consequence of IMF policy of adjustment is reduction of fiscal expenditures. Quality is the major issue which "education for all" must address, not just access. The schools have been built and children and teachers are now in the schools but are just pretending to learn.

3. More funding for education and literacy is needed. Two ways this may be generated are by converting military expenditure into education budget and promoting foreign debt swap for education expenditures. International cooperation projects should raise the visibility of the need for funding through public awareness, studies and research.

4. Literacy efforts must not be reduced only to the school space, it must be a multifaceted process made up of a wide variety of different educational moments that occur in the daily life. But these efforts must be locally-based which means learners control the process of learning and also that local literacy materials are produced. More research is needed in different countries and ways to relate literacy to everyday life.

5. Literacy efforts must contribute to development of solidarity and cooperation by strengthening local organizations.

6. Literacy must improve quality of life as perceived by the groups in all dimensions, not only economic but also political, spiritual, etc.

7. Literacy must promote imagination and the development of our creative capacity. Education is not for transforming the future but to transform the present and give a sense of future to what we do.

8. Literacy efforts must focus on the question "literacy for what?" and reflect an adequate relationship between education and work, theory and practice, action and reflection.

9. Literacy is linked to democracy as opposed to authoritarianism and centralization of power. Democracy means social duties of power, literacy must overcome the distance and be a democratic process in itself.

10. Literacy efforts should promote both indigenous language and dominant language, giving preference to the dominant language. Without access to dominant language, indigenous groups are cut off from participating in mainstream of society.

Linking International Interaction with the Community Base

Presenter: Lalita Ramdas, South Asia Office, International Task Force on Literacy

Speaking from the context of the Indian NGO sector with the assumption that it reflects to some degree the experience of other regions, Ramdas reviewed some factors involved in her own decision to move into the international level of interaction.

She noted that many who move from grass-roots work to the international level find some conflicts and dilemmas over the question of priority of work, particularly where links to the grass-roots are not very strong. "How far does international level affect degree of involvement in the grass-roots? There is the fear that international work will draw us away from the base which brought us in initially." Within the ICAE family, these links to community action are being maintained.

There are many stages between community base and international level and these have not been established or identified clearly enough. Indeed, a large number of NGOs share scepticism of the whole area of international networking and advocacy. It is time-consuming and inhibits other work. In order to strengthen work in the international sphere, these stages need to be clarified.

The importance of learner-centred focus is always discussed in forums such as these but often has little impact on grass-roots. This gap must be bridged and they must be able to <u>see</u> those linkages. Literacy campaigns must focus on adults and children, universal and primary education, formal and non-formal programmes.

Again concerning the gender question, it has been on the agenda for the last decade but how substantially has it affected the patterns of programs we are designing? There is a feeling that women are going out of fashion and it is not enough just to add more programs, we need to refashion these programs to incorporate what we have learned.

We need to project a different image of international networking to the grass-roots level as one in which they are more connected and involved.

DISCUSSION

Hanssen In considering the increasing gap between rich and poor in the world, one must consider the role of the state. Market forces have been left to handle distribution of resources but these are not going to work. While Léger talked of the widening gap and makes a plea for people-centred development, and Vio Grossi says democracy means social distribution of power, both have omitted the role of state.

The role of the state and various patterns of its working must be taken into account. There must be an active role for the state. This question was considered in a recent book presenting case studies of various formations of the state including China, South Korea, Brazil, Sri Lanka and the state of Kerala in India.

Vio Grossi The state is relevant to debate, the question is how to give more power to the constituency represented by state since society's power is vested in state. Power in this sense may not mean physical control of decision-making but articulation of needs of people. Decentralization is one answer to giving power first to people and then to the state.

Léger The nation state is only 150 years old and came out of revolutions that were taken over by reigning bureaucracies. The current state came out of World War I but international institutions have come out of World War II. A new reality began in the mid-80's with Chile and Haiti. A new form of power without bloody revolutions was taken by people, and will require new institutions.

Now the economic wisdom of the IMF imposed on nations does not fit the reality we face in which economic relations are not controlled by borders; indeed, these borders are irrelevant. We need to transform the world into a global village and learn to live within this reality.

Ramdas It is important to consider the role of the state. For example, the Kerala state in India, which has a communist government, has literacy rates which are much higher than in the rest of India (85% total, 75% female compared to national rates of 35% total, 23% female). State policies on land reform, health and politicization of people affect these rates.

Giacaman In considering the role of development agencies, one should not lump all development agencies together, but rather look at their approach and methods. In doing this, three categories may be identified in the Palestinian context:

1) Agencies such as USAID which are not acceptable funders because they use the funds to gain political control and destroy the cultural infrastructure. The challenge for NGOs is to find ways to influence this overall policy.

2) Agencies which may be supportive, but tend to be overly bureaucratic. CIDA, for example, works either with national governments or registered NGOs. As Palestinian organizations cannot meet either of these requirements, if these agencies want to assist, they must be prepared to review their bureaucratic procedures from the Palestinian point of view.

3) Agencies which are supportive such as OXFAM-UK, NOVIB, ICCO, World Council of Churches, the Canadian Council of Churches, Christian Aid, etc. These agencies are good but almost always on the verge of financial collapse. The more bureaucratic agencies should think about how to assist these smaller ones to survive financially.

Léger While CIDA has tended to be bureaucratic in the past, there is a new president who has suggested the need to revise the approach. CIDA's Women in Development program is the most progressive within the Organization for Economic Cooperation and Development (OECD). CIDA's approach is less concerned with statistics and figures but rather to promote women in decision-making at all levels to build capacity.

Robinson The Caribbean has registered some success in literacy. For example, Jamaica won the UNESCO prize and dropped its rate of illiteracy from 60% in 1960 to 18% in 1980. However, it is expected that a new survey done in 1989 will show that this figure has risen again.

One reason for this has been the difficulty in getting development agencies to follow through with programs. NGOs can get help to get out of gutter but once out of the gutter, their success is not rewarded as agencies appear to lose interest in them.

This reflects a lack of understanding for their projects, suggesting that they've now caught up, they don't need any more help. But there are still needs, such as indigenous materials to provide biographical, cultural and historical records of the region. The Caribbean culture is largely unrecorded. Funding for public libraries is not supported and there is also a need for funding the production of local books.

Fanchette How do we define donor agencies? The World Council of Churches is concerned about survival/resistance. Various economies exist which are survival oriented and household-based, but not market-based. Projects can destroy human relationships by focusing solely on economic aspects. This has a particularly bad effect on indigenous people.

We also need greater understanding as to who gives what to whom, reciprocity in international cooperation exists but is very unclear. There is a tendency for donors to assume they are the ones giving all the assistance. We are far from understanding what the South is giving to the North.

Mobarak How are development agencies responding to the impact of structural adjustment programs and contracting education budgets? Are criteria for funding programmes and countries changing? For example, the United Nations Development Programme (UNDP) is investing less and less in education sector. Concerning literacy, do they consider literacy itself the priority or is skills training considered a priority which may lead to literacy? What expectations are being created by the "Education for All" initiative of the World Bank, UNESCO, UNICEF and UNDP? What role are development agencies playing on empowerment issues?

Vio Grossi Agrees that it is important to recognize the reciprocal relationship between North and South. However, we need to fight assumption that project is always good in survival/resistance approaches to development. In one case, a project evaluation in Brazil found those in the project area worse off than those outside the project area.

Léger It is true that development strategy is at present driven by Northern donors and that grass-roots organizations must adapt to "our" way of conceiving project. This won't change unless NGOs force us to do so by providing clear examples of how and why to change and also having the courage to say no to when funds are offered to support donors' concept of project.

But there is more funding around than good ideas for programmes/projects. This is not only a question of how projects are written up and presented but also reflects, at times, lack of thought and relevance.

Greenstreet It is difficult to know which language ought to be taught in literacy programs as there are conflicting views on the subject. Language is a big issue in Africa. If the dominant language is promoted, it may be perceived as cultural imperialism. On the other hand, dominant language does bring empowerment and access. Linguists say literacy programs should use the mother tongue for best results.

Fanchette Question also arises as to how the orality aspect of the survival economy is maintained. Literacy may channel everything into the exchange economy and lose the diversity of oral expression.

Vio Grossi In Latin American experience, the language question is not so diverse as in Africa. Attempts to teach literacy in indigenous language were rejected by the people who did not think literacy was necessary to preserve their culture but rather wanted access through literacy to the dominant culture which would, for example, make it possible to attend university.

Ramdas In India, there are 17 major languages and 300 dialects and my experience with literacy programs is similar to Vio Grossi's. It is state policy to have three languages taught which are the mother tongue, national tongue and English. However, this policy has been a disaster since English is understood as the language of power and is necessary in order to get ahead. While there is acceptance of the need to teach in mother tongue, it is not so easy to do this as it is hard to get appropriate learning materials and there are problems with administration and resources.

Barrow As we conclude this session, we note the wide range of views presented with many issues brought to the surface which will be taken up during the remaining sessions of this Forum.

Session II

International Networking and Action at the Base

Carol Medel Anonuevo acted as facilitator for this session on international networking and action at the base. Herman Lovenskiold picked up on the theme from the previous session on resource exchange and transfer between North and South while Paul Wangoola looked at international networking in that context.

North/South Relationships: Who is supporting whom?

Presenter: Herman Lovenskiold, Information Unit, NORAD

I am very glad to have been given the opportunity to share some thoughts with you. To me, the session we had yesterday was extremely interesting because we have, to a certain extent, been able to "put the bell on the cat", as we say in my country. Before I start I would like to emphasise that unfortunately I do not think that everything I am going to focus on is the policy of NORAD. That does not mean that what I am focusing on is unimportant, but it is not the policy of the World Bank or the IMF which, officially, NORAD supports.

I would like to start with one of the statements from yesterday. The North is not supporting South, but the South supports the North. If you want to meet the donors, we must go to the so-called "developing" countries.

In the case of Africa, this is not a new situation, but what we do see today is a situation more serious than ever before. In 1979-80, the total net flow of money in the form of support from the "industrialized" countries to the Third World, was around $50 billion (US). In 1983, the situation had changed. The balance sheet showed no dollars flowing from North to South. This trend has continued and in 1986 $50 billion flowed from South to North.

Today approximately $250 billion is transferred yearly from the so-called Third World to the North. The impact of this differs greatly from region to region, but if we focus on Africa, we see that this leads to a catastrophe. Here we see how the growing population and the problems with food production lead to a growing gap between the population's demand for food and the actual amount of food produced.

Today 100 million of Africa's total population of 532 million are in constant danger of famine and each year several million children die as a result of malnutrition and starvation. This is caused by the "rich" world's trade policies. The situation has not come as a surprise upon the people who have drafted this trade system.

Let's move back in history to 1945. Europe was at that time both physically and economically ruined. The Marshall Plan was put forth by the United States in order to assist the rebuilding of Europe. The Marshall plan was an ambitious and effective development plan. Two percent of the United States' GNP for a period of four years was enough to change Europe into renewed growth and prosperity.

Let's now again turn to Africa and focus on the last five years, that is, 1984-1989. Six percent of the total GNP has been transferred to the north in the form of down payment of debt and the falling prices of essential cash crops. If, in spite of this, there had been a positive development in Africa, we would have been expecting miracles. The debt crisis and the export of cash crops are in fact paralysing most of the efforts of developing Africa. What we have seen in these last years is that the demand for new loans from the World Bank has been followed up by the IMF and has led to a policy where the countries have been forced to shrink educational budgets, health budgets, and other social welfare programs. That means that illiteracy is growing faster and faster in many regions.

Yesterday, in the plenary session, one of the Indian participants asked: "are sustainability and questions of environment now becoming more important that the question of literacy?" My answer would be no. The learning of your mother tongue and literacy are essential in the process of building democracy. Human rights and democracy are essential in promoting a sustainable, environmentally sound development.

The point is that in many regions in Africa it is not possible to develop literacy as long as we continue the dominating trade systems. I have particularly studied the situation in the Sahel region. There we see a collapse in entire ecological systems. During the famine in 1984, there was a net export of cash crops, such as peanuts and cotton, three times higher than the cost of import of food supplies. The best areas for food production are occupied by cash crop production.

People in the north hardly understand the consequences of these trade polices. My question to you is: how shall we develop a better understanding for these issues among people in our own countries in order to change the situation?"

International Networking and Action at the Base

Presenter: Paul Wangoola, Secretary-General, African Association for Literacy and Adult Education

"**What is a network?** A network brings into contact persons and groups involved in similar endeavours for purposes of sharing, exchange and common action in a way which mutually strengthens each and the totality of action undertaken by all concerned.

Why network? Men and women take action to meet their needs of food, shelter, clothing, love, security, self-esteem and self actualization through institutions in various levels. Institutions/rules are supposed to reflect the state and nature of the productive forces available to a community at some given moment in time.

But since technology is always in a constant state of flux, usually improvement, through experimentation, as a rule these institutions are always behind the actual reality on the ground. As a result, therefore, such institutions and rules may actually act as a fetter to further development. **The essence of networking therefore is to try and close the gap between what is possible through existing institutions and what the new reality makes achievable.**

It becomes necessary to establish arrangements which go beyond existing institutions to achieve this. But since the reality is always changing it is essential for networking mechanisms to be flexible, so as to be able to cope with new situations.

The context of networking: In Africa, the neocolonial regime cannot deliver economically what they promised 30 years ago. All that they can assure is that tomorrow will be worse than today. Politically, these regimes cannot stand any open political challenge and there is little or no philosophical, political or moral leadership. As a result,the state has lost its grip and people have to organize themselves.

Globally, we are seeing the crumbling of the old order. The manifestation of this is the situation in the Soviet Union and the former east bloc. The political East no longer exists, just North and South and the growing Third Worldisation of the North and eastern Europe. With the crumbling of the old order, many in the former East think the answer lies in the western way of life. But those in the West know this way of life is already unacceptable. In other words the way forward neither lies in state capitalism nor in private monopoly capital.

But in my view the most serious problem we face globally is the poverty of philosophical, political and moral leadership. And amidst all this the concept of voluntary associations is developing while the number of people's organizations is growing rapidly.

Within the ICAE, networking allows us to come together as we have done here to charge our batteries, evaluate our work and get inspiration as we meet people from organizations with different capabilities and programmes. Some of us are good at practice, but poor at philosophy. So by networking we can get ideas, theories which give meaning to our practise and that way enhance, practical action.

There are different types of networks which can be classified as maintenance, reform or transformation. The only way forward is through transformation based on peoples' knowledge, wisdom, technology.

It is important to say that international networking is not new. Up until now the networking has been based on domination. What we need is people to people networking to regenerate the people's sovereignty.

The burning and urgent question is how can we as adult educators build networks supportive of this process? Do we share a common development view? How do people's organizations impact on funding agencies and vice versa, particularly with financial resources increasing for the east and decreasing for Africa?

Finally, how shall we help people in the north understand the effects of the actions of their governments on the Third World?

DISCUSSION

Kassam There is real concern by all NGOs that resources formerly directed to the South will now be channelled into eastern Europe.

Ben-Barka Concerning the environment and increased desertification, causal factors arise from northern technology and it is important that populations in the North are made aware of these issues and understand their impact on the South.

Ramdas It is true that increased awareness in the North is necessary but we must also be aware that governments in power in the South reflect and echo these policies. We have to guard against these policies being internalized. Governments in the North and South are networking strongly and we must address these policies. Action on the environment requires a change in economic policies.

Léger Disagree with scenario of global economic order crumbling exemplified by Europe. There is realignment within world on certain questions only, especially concerning disarmament. One is reminded that it took 200 years for the Roman Empire to crumble.

Vio Grossi Lovenskiold's talk brings sense of urgency to act now. Everyone is concerned about a common European market in 1992. This includes the USA which has expanded its market to Canada. These huge trading blocs exclude Third World. Even trading blocs in the south, such as in the southern cone of Latin America really only involve transnational corporations.

These coalitions leave behind N/S/E/W divisions. The new division is one of authoritarianism/centralism versus social democracy. This means changing minds about support for work at the local level. We need to think in broader terms and support organizations like the ICAE as we need these places to establish these coalitions and this is work which must begin now.

Palma This forum is an attempt to redefine North/South relationships. These are mainly defined at present by the transfer of resources and sometimes it appears that only the North has resources to share. However, the ecumenical movement is trying to go beyond transfer of material resources to a more sharing relationship. This implies very strong solidarity, mutual discussion and a common commitment to justice and peace for without that, there is no sharing.

One of the problems is the concentration of power in the North. There is a need to redistribute power and include marginalized sectors. We must build cultural trust, understanding and justice which must be the basis for building a new international order. We must look at new ways of cooperating and reconsider questions of external debt, etc., which are causing these problems.

Ortner People's movements have affected donors as, for example, they have influenced the choice of partners of the National Council of Churches in the United States. Although NCC still relates to churches, it is increasingly involved with peoples' movements. This has both changed the constituency of the NCC and helped NCC redefine itself. Ecumenism is thought of now as church with a small "c" and advocacy role has increased. We consider working to change our own government's policy as the best way to help the South. What are the ways we can work with developing countries to increase pressure on northern governments?

Wangoola Aid has never been a basis for development; before independence, aid was called foreign investment. Aid will go to where it fetches greatest benefit to donors. Thus the question is how to go beyond aid? Aid to eastern Europe will not be acceptable in terms now used for aid to South, for example in Africa.

Léger The incredible dynamism of people's movements, and various social agents are bringing forth the greatest leadership anywhere in the world in last five years. Networks can only function with leadership, not rules. They need courage, background and sometimes means. Look at how networks function at the level of the World Bank, IMF and transnational corporation moving funds.

Vio Grossi Networks grew out of Chilean experience. It wasn't possible to organize too big an institution because of repression, so networks organized and grew through small, autonomous NGOs which met each year to take some common decision and then implement policies in their own contexts.

One can make a distinction between two models of organization: bureaucratic and organic. Bureaucratic organizations are power centralized, communication goes through leadership centres and requires bureaucratic apparatus for this to happen. To make this work, we need simple, unified procedures, McDonald style. But in our work, we don't need to produce a single product, but a diversified result and this type of organization equals control of resources by centre.

On the other hand, organic networks are linked horizontally and articulate diversity as opposed to unifying it. Leadership relies on initiative and diffusion of ideas. Networking relates to organic model and is closely linked to deepening democracy compared to bureaucratic model where democracy is formalized. This organic model can also be applied to society as a whole.

Hall International networking in the finance sector is highly developed. Enormous amounts of capital move around the world second by second with no regard to borders, much of it done by computer programming.

There is certainly a need for coalition building. The Education for All conference is an example of concentration of international development agenda. It is surprising to see all Ministers of Education get on board so quickly although both education and finance ministers are looking forward to resources. The World Bank is setting the stage for lending for education and wants to create common national framework with agency to monitor national plans. This basic plan is the basis for new alliances with NGOs and anything outside that will be hard to fund.

Wangoola The crumbling of the state must be seen in terms of historic time, but not in "clock-time". State capitalism collapsed in Europe, there is decay in the world, an increase in unemployment, decreased human rights and the welfare state can no longer be maintained. The Western state has no broad base of support at home. It derives strength from the weakness of its people and is only strong to the extent it can be imposed. People in the North must find Third World in their own country, must oppose injustice against their own people and then link that to other struggles.

Therefore a lot more effort, organization and networking is required to go beyond present system. Donor agencies need to be shown the way by relating with southern NGOs.

Anonuevo The session has highlighted the notion that international networking is based on both relationships and resources.

Session III

Beyond Donor-Recipient Relationships

The possibilities for moving beyond traditional donor-recipient relationships to more cooperative partnerships were examined in this session. Makoto Yamaguchi of the Asian/South Pacific Bureau for Adult Education acted as facilitator. The approaches of two donor agencies were examined in detail with Jakob Horn representing the German Adult Education Association and Arlon Elser speaking from the W.K. Kellogg Foundation.

The German Adult Education Association (DVV) and International Cooperation

(full paper available on request)

Presenter: Jakob Horn, Director, Department for International Cooperation of D V V

DVV is the federal representation and professional organization structured in eleven regional organizations and representing all in all about 4,500 adult education centres (folk high schools) in the Federal Republic of Germany. ...The DVV has three departments: the pedagogical institute, the media institute and the department for international cooperation.

... the DVV is a professional organization in the field of adult education in our own country and we would like also to be considered therefore in our wide-ranging cooperation with our many partners throughout the world as a professional organization in adult education interested in trends, movements and achievements in this tremendous field of activities shared by all of us.

...Although the legal status of DVV is that of an NGO, its work, especially in the field of international cooperation, is financed exclusively with public funds. This demands special conditions and special regulations which DVV has to follow in its cooperation with partners especially in Africa, Asia and Latin America.

Therefore I want to point out that DVV cannot be seen in the role of a mere donor agency with exclusive function of channelling financial resources to different recipients in the South.

For our own clarification and for our responsible bodies like General Assembly, Executive Committee and members, but also for our own government in order to motivate our applications for funds for our partners in the South, we have developed new and modified precepts and insights which were adopted by our Executive Board in July 1989 and which are printed and presented in the :"Adult Education and Development", No.33 a special issue for this World Assembly. They are:

1. Adult education is important both in an industrialized country and in a so-called developing country.

2. Adult education has different forms and contents depending on the respective conditions and environments. Responsibility for the planning, execution and evaluation of programmes lies with the local or national, regional organization which has the best knowledge of these conditions and environments.

3. Because DVV is a professional organization we are also interested in sharing the discussion and evaluation of the programme activities supported by us on the basis of mutual respect and understanding. This we consider simply normal in the relationship between professional organizations.

4. DVV, as a professional organization for adult education and advocating the promotion and development of adult education programmes of our partner organizations, feels responsible for raising and providing these necessary funds for the programmes of our partners.

5. This leads to a permanent dialogue and agreed catalogue of action between partners with shared responsibility.

This shared responsibility between partners in the South and partners in the North might sometimes create difficulties, especially where Northern NGOs like DVV are funded by government resources. But our common efforts and our common tasks and goals should lead to a permanent discussion in which we clarify what we can jointly do and what is not possible for us.

As recipient of public funds, it is DVV who is first held responsible by our government for all the expenditures in all the programmes in different countries in Africa, Asia and Latin America. This is why we sometimes have to insist on the observation of certain regulations and rules stipulated by our public budgetary laws and regulations. Sometimes this is considered cumbersome for our partners and for DVV, but on the other hand we were also able in the course of the last years to convince the auditing bodies of our government that especially smaller NGOs in the South cannot always comply with the complicated financial reporting rules demanded by the German regulations. In special cases we have been successful and could develop with our partners and for our partners a simplified financial reporting. I suppose this is important in order to have more capacities free for our professional work.

Let me repeat: for DVV cooperation means sharing responsibilities in developing and executing proper and adequate programmes to foster adult education in Africa, Asia and Latin America. DVV's responsibility and commitment include working hard to make government funds available for our partners. Cooperation always means a division of work, respecting the independent status of partners in this cooperation.

Cooperation also means, in DVV's experience and view, that our partners should take part in our own adult education activities and programmes especially in cases when they treat aspects and problems of the South. We are often led to concentrate in the North/South debate on the disparity between the North and the South in financial, economic and political aspects. But presenting a real picture of the South requires not only to describe, explain and attack its material poverty, but also to acknowledge its wealth and values in cultural and social aspects. They should be part of adult education programmes in the North. Therefore DVV endeavours, in a special programme offered by the German adult education centres, to improve and promote a better understanding of politics, development strategies and development problems in the South including the influence of industry, cultural heritage, economical systems in the South. We provide opportunities for course instructors to collect first hand experiences in Third World countries as learners and not as teachers. In the future DVV should provide possibilities for course instructors and teachers from the South to offer special courses in our own adult education programmes.

Private Sector Philanthropy - The Experience of the W.K. Kellogg Foundation

Presenter: Dr. Arlon Elser, Senior Program Officer, W.K. Kellogg Foundation

These remarks will focus on private sector philanthropy which is also going through a period of refocusing and repositioning as world events unfold. Private philanthropy is a product of the free enterprise system.

Wealthy citizens or families may establish a foundation to meet a particular purpose or need. Such foundations often reflect the attitude, demeanour and style of the donor.

The Kellogg Foundation was founded in 1930 and then was known as the W.K. Kellogg Child Welfare Foundation of Battle Creek. The founder, William Keith Kellogg, was concerned about the health of the rural child. On occasion he was known as "divine provider" because of his keen interest to advance the health, happiness and welfare of children. Eventually he developed a more consistent framework linking concepts and purposes, voluntarism and philanthropy. It then became the W.K. Kellogg Foundation and the educational approach was emphasized as a means of achieving the goal. Although children were central to his thinking, Mr. Kellogg recognized that children do not create or maintain systems for learning and health. Accomplishment of such a goal can come only through the education of the child, adults, parents, teachers, family, physicians, dentists, and the community generally.

The guiding principles of Kellogg include:

1) facilitate the application of knowledge to problems of people
2) help people help themselves through the application of knowledge, and
3) people know better than we do what their problems/needs are.

Kellogg now works in the fields of agriculture, adult education, health and leadership development. Internationally it has partners in Latin America and southern Africa.

Kellogg funds projects that are problem-focused, community-based, comprehensive, collaborative and learner-centred. The approach is both proactive and interactive. However, Kellogg does not provide 100% funding of projects nor fund them in perpetuity. Partnership which include in-kind services and contribution are encouraged. The emphasis is upon creating independence, not dependency.

Essentially, Kellogg is in the "mining business". It turns over stones, looking for nuggets of gold that are the ideas for solving problems. In this respect, we seek leaders with a "vision". Often, the money is available but the ideas are lacking.

Evaluation is an important aspect of our approach. There is a need to assess past experiences and map out changes with interaction throughout the project, not maintain a rigid approach. At the end, Kellogg is interested in what happened after funding terminates. The basic approach to evaluation is to answer the question "so what?".

One might conclude by saying that we are looking for ways to 'think globally and act locally'.

Discussion

Robinson The balance between donors from public and private sectors is important. One is encouraged by the concept of a private, individual donor and Kellogg should continue along that path. It is important that NGOs work to attract support from private donors because there is a flexibility that comes with these donors that is not possible with large governments and public monies/tax dollars. Private donors usually have less red tape and more flexibility, although no less accountability.

The private sector also includes churches and helps smaller countries to decrease dependence on World Bank/IMF which are very one-sided partnerships. Churches especially lend "moral integrity" to projects.

Mobarak I have been touched by today's remarks and the change in time and spirit between Session 2 and Session 3 from pessimism to optimism and rising spirits. However, we are condemned to working with governments and obliged to work with participatory movements and all people of good will who are involved in adult education. Criticism of governments has always existed, but it is not enough to criticize without proposals for improvement. Our energy is needed to improve the situation, not just to criticize the past. There is no ideal political regime. We must cultivate our differences and use them to enrich us, not for dissension. Our differences must be complementary.

Giacaman The presentations were very interesting but I protest the terminology of "partnership" as, after 15 years of experience, I have not found this to be the case. Partnership implies collaborative decision-making, but accounting systems, policy, decision-making and evaluation all done on donors terms within donor agencies. The reverse is not true, for example, NGOs don't participate in evaluation of the donors.

Léger As a donor, I have witnessed ICAE grow to become an organization second to none and seen the results of leadership development. One should not forget that $1,000 today with an idea can still go a long way. One is really searching for seminal ideas which don't come around very often. Micro projects are nice but need to incorporate a vision. Kellogg wasn't funding isolated projects but had an overall framework. Seed money will only work where there is leadership, vision and ideas so that one is not funding unconnected projects, but funding the vision. Projects must have core of an idea.

Greenstreet Better partnerships can be developed from exchange visits where donors are more exposed to "grass-roots". I recall an example of eighteen reporters from Germany who spent three weeks in village. This was very motivating to villagers while Germans took back pottery making skills. The Los Leones tour of southern Africa is another example where an injection from another country was very effective. The African Association for Literacy and Adult Education (AALAE) is continuing to organize these grass-roots exchanges and donors should support this.

Wangoola There are certain tensions in the donor/recipient relationship which, from the point of view of the recipient, involve several issues:

a) In Africa, relations are often between neo-colonial NGOs and former colonial masters. One partner has money, the other does not. The donor is the master of time, the NGO slave of time. Procedure is critical for the donor while process is critical for NGOs.

b) Questions arise if NGO funding is an instrument of foreign policy.

c) Tensions arise when the donor establishes field staff in regions which work with the government rather than working with local NGOs directly. This circumvents the local NGOs.

d) Again, there are problems if the donor provides an ex-patriate when there are better locally qualified people. This is especially a problem when this is done without a local counterpart as it overlooks the need to share experiences and learn from each other.

There is a need, therefore, to move beyond partnership and move into the realm of solidarity.

Yamaguchi We thank the participants today for this very stimulating and frank discussion of the issues involved in developing partnerships.

SESSION IV

Opportunities for Action: Literacy, People's Knowledge, Gender Issues, Environmental Learning

The final session pinpointed specific opportunities for cooperation in adult education in the areas of gender issues, environmental education, participatory research and literacy. Budd Hall, Secretary-General of the International Council for Adult Education, noted that these themes would be the subject of discussion in program and network meetings to be held later in the conference.

Gender Issues (translated from French)

Presenter: Lalla Ben-Barka, Women and Literacy Officer
National Literacy Programme, Government of Mali

I will start my remarks with a few telling sentences concerning the context in which women's issues are perceived to-day:

People are fed up, they are tired of women. They feel that various solutions have been tried out but none have worked and they want to get ahead. They want something new like for instance the environment. When women's issues come up on the agenda of international meetings, men go out to do their shopping. They don't feel concerned by these issues. Yet, on the other hand, the real needs of women are increasing. There is, therefore, a contradiction.

I am sure many of you here have heard such comments which are sometimes very sarcastic and along the line of - you, the women, you have had your year, we even outdid ourselves you have had your decade. What more do you want? From Mexico to Nairobi and now to the last decade of the millennium what has happened for us to get to this point?

The world systemic economic crisis manifests itself differently in the various regions, but one thing is certain, everywhere women are more affected by it. Whether this crisis be called ecological, balance of payments, the debt, militarization or violence, its impact on women is disastrous.

Each crisis has its own solution, but generally the Third World policies have suggested increased production in order to sell more and bring in more foreign currency.

But produce what? Marketable commodities. And if one looks closely at the case of Africa where agriculture represents an important part of the economy, one understands that cash crops have been a priority and that subsistence crops, the area in which the majority of women work, have been pushed back to second place. Such policies have not only contributed to deprive women further but have also starved whole populations.

Mali is a typical example, some 30 years ago this country was considered the granary of West Africa, but today it has to import rice because cotton is more profitable on the international market.

But let us look closely at the production system in this specific case: Who cultivates cotton? Both men and women. To whom are production techniques and technologies given to? To men. And who receives payment? Men again. What are women left with? A little cotton that falls off the cart carrying the crop from the fields to the village. A little cotton that will soon be used to make clothing for the husband anyway.

The international community could not keep on ignoring this state of affairs, particularly when natural disasters compound the problem. Mobilization took place, and in the rush to help out, the most simplistic analyses have had the most deplorable results.

These poor women had to be helped, first of all their burden of tasks had to be lightened. The great fashion of simplifying tasks has left behind the most far-fetched and ridiculous technological vestiges and I will spare you the sociological repercussions.

What is certain is that everyone wanted to contribute and justify their own existence. International organizations, NGOs, governments, each included in their projects a section on "women". It soothes one's conscience.

In my view, it would be too easy to say today that women's issues are no longer in, that we should move on to the next issue. On the contrary, every one of us more than ever has a responsibility and as adult educators our role is without a doubt crucial. What can we, and should we, do to deal with the new funding policies?

I take the case of Mali, since it is the one I know best: The Fourth Five-year Education Project, funded by a loan from the World Bank to the tune of more than 50 million dollars. It was decided that in its fourth phase priority should be given to basic education, but this basic education was limited to primary schooling and excluded literacy completely. Some bilateral donors of this project come to us saying: "It is a major problem to send girls to school. Your experience in women's literacy could be useful to us". But then, why wasn't this element introduced from the start, from the very planning stage? Once more one has to catch up, to mend the damage.

At the same time, Unicef who always invested in children's education and therefore in primary schools is carrying out an analysis that establishes that women have to be educated in order to improve children's schooling and health. So now women's literacy is becoming a priority.

And yet, the World Bank and Unicef are organizing jointly the "Education For All" Conference. Why such contradictions when they deal with the same country, the same population?

What is happening at the international level with women's organizations, such as the Women's Programme of the ICAE? A survey carried out in 1989 offered the following information concerning the new strategies advocated by the donor agencies.International networks are often seen as being cut off from the grass-roots where the majority of women are in need. The agencies are stressing more and more the need to develop leadership at the grass-root level and to channel funds directly to that level.

There is no doubt that this argument has a certain validity, but it is also essential to recognize that even if, for example, the problems arising from unfair division of work or by the market forces are different from place to place, there is a link at the international level. Support must also be granted simultaneously to this international network in order to make this link more efficient.

The time has come for funding agencies to harmonize their different objectives and approaches. Even though it has already been said by others before me, I want to reiterate that priorities have to be established according to the realities of the so-called beneficiaries, that concepts such as self-sufficiency and promotion of women be given their true meaning, that development plans reflect the real intention of the parties to see them materialize. In short, there has to be a minimum of honesty and seriousness in the analyses.

It is us, the women, who are tired. We are tired of listening to these beautiful theories, we are tired of waiting for those miraculous funds which often take more from us than we receive.

We want to get out of our huts, we want to see the world around us, to understand it, and for this we of course need solidarity among ourselves but we also need genuine understanding and a faithful analysis of our situation from others, our partners, at home as well as in the city offices, and from those who come from other countries. Because they are our partners and themselves would be nothing without us.

I would like to conclude on a more optimistic note - I truly believe in adult education and I am sure it is the case of all of you here. I do hope I wasn't listened to only out of courtesy and that the men present among us were not thinking of other concerns.

Learning and Environmental Action (translated from Spanish)

Presenter: Moema Viezzer, Coordinator, Environmental Network
Latin American Council for Adult Education

Popular environment education is an ongoing learning about the relationship between nature, society and individual.

To learn from an ecological point of view means to revise the diverse social relationships expressed in our daily life, for all of them are influenced by how we treat life: at the personal, group and social level...

Our planet has become a global village where we are in a state of permanent assembly, trying out forms of living - or at least of surviving, - both individually and collectively. So we need to assume, in any space of our action, that we need NOW/EVERYONE: To think globally, acting locally, to act globally, thinking locally.

The following are some suggestions of what we might do jointly, at the international level, to achieve a better quality of life.

1. **Motivate the creation and development of ecological creativity networks** that would bring to light many initiatives of many countries in all continents. Engage in participatory assessments/inventory to have a better view of the tendencies in the work being developed by popular groups and organizations toward environment protection... This assessment would allow us to reinforce programmes and activities already in existence to support those actions with an ecological and social impact at the local national, regional and international level.

2. **Hold conventions(summits) representing the popular movement** in those regions where an environmental problem affects directly several countries, and indirectly the planet as a whole. For example, in the Amazonas region ... It is necessary that a popular proposal that includes the concerns and aspirations of the popular organizations in those countries, reinforces current actions and also creates a permanent forum of links, dialogue and lobbying ...

3. **Create watchdogs of environmental impact** at national and regional levels and inform population through alternative media and official media.

4. **Electronic mail for popular environment education.** ICAE can develop, through the different regions, an ecological network, at the service of popular educators world wide, connecting to Earth Link. ... This service allows exchange of messages (electronic mail) and permanent conferencing with the participation of individuals and organizations at the global level.

5. **Establishing at ICAE an international program for adult education** aiming to develop communication and exchange of actions carried out in different countries and regions.

6. **ICAE representation together with the international organizations.** It would be important for ICAE to have the same consulting status before UNEP (United Nations Environment Program) as it is before UNESCO, with the aim of informing, proposing and promoting a more direct UNEP support to popular organizations involved in ecological education.

Through literacy we should learn new knowledge, new attitudes, new aptitudes for non-subordinating gender relations, new forms of dealing with people's knowledge, for changing the role players in sustainable development

A campaign for International Literacy Year undertaken should have major themes of gender issues, people's knowledge, sustainable development. This would allow us to learn both attitudes and skills. We are all talking about the same thing, that is, a whole new way of looking at the world.

People's Knowledge/Participatory Research

Rajesh Tandon, Society for Participatory Research in Asia (PRIA)

Much greater recognition is now being given to the value of participatory research as a methodology for rediscovering people's knowledge. PRIA's network began to create fora to discuss participatory research and provide a place for grass-roots organizations and NGOs to meet. Indeed, CEAAL emerged out of this participatory research network. Even though it is a methodology, participatory research is itself creating these fora where new initiatives bring the strength of people's knowledge to the centre of the practice.

However, this rapid growth and acceptance has placed new demands on the network:

a) Practice on the ground has advanced but documentation and analysis by the practitioners has lagged behind. In fact, the dominant stream in academia is now analyzing PR for us.

b) Although local capacities to promote authentic people's knowledge exist, there is a need for regional capacity building.

c) Boundaries of language and region especially in the South have prevented direct exchange. Indirect exchange, especially when reinterpreted through Northern institutions has tended to lose the meaning of practise.

Over the past few months, regional networks have been trying to create a mechanism to strengthen local and regional capacity to make participatory research fundamental to popular education. This will involve continuous documentation which can be disseminated internationally. It would also create opportunities for interaction between practitioners and continuous analysis and reflection would provoke practitioners.

Recently, a proposal has been put forward for an International Centre for Participatory Research to provide such a mechanism which could help accomplish above and build organic links with regions. Such a centre would promote PR and the discovery and use of people's knowledge and would try to protect against co-opting of the principle into technocratic sense.

This is a specific proposal to further the development of PR for popular education to which we should give our full support.

Literacy and International Cooperation

Presenter: Budd Hall, Secretary-General, International Council for Adult Education

There are several ways we can work together to further global literacy:

1. The NGO Call for Action put forward by the International Task Force on Literacy represents the considered thinking of a very broad group of organizations about priorities to promote literacy. All agencies and organizations should disseminate that Call to Action very widely.

2. Need to involve learners much more both regionally and internationally. Literacy work also needs to make stronger links with people's movements. This can be done by:

(i) strengthening our capacity to listen to the base. They need to build up their networks both of grass-roots NGOs and regionally. A real grass-roots literacy network has yet to be created and requires funds for full-time staff;

(ii) strengthening our capacity to share. This can be done through building coalitions which should be encouraged at all levels and incorporate ecumenical, adult education and social movements. The International Task Force on Literacy is one example of this new coalition building.

(iii) strengthening our capacity to reflect. There are few in-depth studies, describing what really happens, at the margin with literacy work. What, for example, is the impact on women and men when women become literate? Our practice is weak and spotty.

Therefore, we need to build capacity at the regional level to listen to grass-root NGOs through regional networks. The international capacity also needs strengthening as we are called on to contribute in new ways. New demands are being placed on international work especially around the "Education for All" initiative and the NGO response.

Further, many practical things are required to support literacy work such as rural press/papers and libraries. There is often nothing to read. There are certainly a great many very practical, identifiable literacy programmes to be funded if the interest exists.

Discussion

Palma Women's issues are not marginal. WCC has launched the "Ecumenical Decade 1987-1997 with the theme "Women's place in Popular Education" to decrease marginalization and increase participation of women. Women make a vital contribution in all fields and are central in peace and justice issues. This campaign should have a positive effect on churches and women's organizations.

Bosunga I am very enthusiastic about this Forum. As educators and agents for change, we must work to improve the quality of life. Thus it is good if we can speak frankly and with affection. Agree with expressed tensions which are a bit ephemerous, although complexities are real that beneficiaries have to deal with and donors also have some contradictions.

Although aid helps overcome difficulty, we are bitter that we have to be helped and to ask for help. Questions of domination and imbalance in relationships create tensions. We must remember that we are all donors and beneficiaries. Once we understand this situation, it will help our relationships.

Crombie All our discussion has been framed by North/South division. In this regard, Australia is in an interesting position because it is not in the North but has characteristics of those nations. We should look for points of interest in coming together.

The "three world" model is disintegrating now that Eastern regimes are falling and rushing into Western domination. Perhaps we can transcend this model by thinking of a fourth world model which is smaller scale and based on self-sufficiency. Can we opt out of the dominant mode into this fourth world?

Fanchette Regarding building of networks, are we doing it in a literate or oral way? Literate implies bounded entities while in the oral tradition relationships flow and networks are harder to define because of lack of territory. There is constant motion. How do we get people's knowledge without distorting it by putting it into our own words in order to understand. We must continue to emphasize oralcy and refuse to crystallize knowledge but how do we relate or transfer this knowledge?

Tidalgo Once there is a focus on an issue like environment or women, one finds a marginalization of that concern/issue because all concerns are dumped into that basket and not thought about any more. For example, UNIFEM (United Nations Development Fund for Women) was given the task to tackle women's issues without sufficient funding to support it. We need a strategy on how to mainstream these issues at UN fora where these peripheral, marginal concerns are not represented and planning commissions don't include this in their work.

It is time for some alliance between NGOs and marginalized UN agencies because unless you are able to mainstream, one can't dialogue or question the policy. While it is inspiring to be with like-minded people, the criticisms of this Forum must be directed to appropriate fora to have impact.

Mobarak The question is how to coordinate existing participatory research networks with light bureaucratic touch rather than create a new one?

Concerning literacy research, the problem is not more research but how to coordinate and disseminate the work which is already being done.

Although there has been a great lack of coordination between UN agencies, it is good to note that environment will be tackled for the first time inter-sectorally - with UNEP, FAO and educational components of UN coming together. For the first time, NGOs will be invited to an environment meeting in 1992.

Tandon Proposals to develop participatory research networks will be discussed by all and assessed looking at problems to date. We will be trying to come up with ideas which are consistent with prospects and practice.

Ben-Barka WCC has centralized gender issues with an Ecumenical Decade for Women launched in 1987. One hopes that church groups and other movements will be sensitized through this to the central role of women and the decade will have a positive effect on churches and NGOs practise re women. Concerns for the next decade include:

a) women's place within the next decade of popular education. Women play central role but are not as involved in defining methodology and decision-making as should be. Should not be involved by influencing decisions, but by making decisions within adult education and literacy fields.

b) women's integrated view of life regarding production and reproduction and the environment must be integrated into educational processes should incorporate this view.
c) new relationships between donors and recipients should incorporate awareness of problems in balance of relationship regarding distribution of power, decision-making processes, who carries out analyses and accountability. North must also be accountable.

Viezzer We must stop talking about women, as if it were women's problem alone, it is a question of unequal relations between the genders. Do not share earlier view expressed that appropriate forum is U.N. Can we not create parallel forum that is more influential?

Hall ICAE wants to support literacy research and is now involved with a feasibility study for the establishment of an international centre for information and dissemination on literacy which would replace the Teheran centre. When this new institution is created, we will have the opportunity to introduce some of these ideas into the structures.

Many good ideas have been expressed during this forum and a taste of the issues presented for which there are obviously many different points of view. The themes from this session will be the subject of later discussion within women's program, participatory research and environment network meetings and all are invited to attend these meetings.

EVALUATION

A short evaluation form was circulated and written responses were received from over half the participants. All agreed that the Forum was well organized and addressed its stated objectives.

According to the respondents, key issues emerging from the Forum included:

- the necessity for common decision-making, cooperative collaborative priority setting and reciprocal evaluation in order to build partnerships between donors and NGOs
- greater understanding of the context in which Southern NGOs are working, particularly concerning the imbalance in transfer of resources between South and North
- willingness of those development agencies represented to discuss this context and their own policies
- greater appreciation of work in different regions
- need to maintain priority of gender relations on development agenda

There was general agreement that the ICAE should follow up this Forum with others which have a more narrow focus. This would involve organizing such forums regionally and/or nationally and focussing on two or three key issues which would be examined in depth.

ICAE should continue to work to promote greater understanding and continue to involve funding partners in meetings and activities. One specific suggestion was to select some donor agencies to act as models for new partnerships and monitor the results.

The following are some of the comments of the participants:

"The North/South Forum was an excellent idea and I hope this will be repeated during the next World Assembly. The idea should also be implemented at the regional level."

"I think the interpretation of problems and obstacles encountered by NGOs was forthrightly made. I feel that the interpretation of new directions in adult education programs would be helpful in another gathering. Thanks for your initiative."

"Gained greater appreciation of the work of different areas. Also, gained greater sensitivity in understanding the needs of those who request aid, i.e., the needs of the receiver. Yet, the continued gaps and inflexible position of some donors because of their own policies. Greatly encouraged by the apparent softening of some of the donor representatives present."

"The conference brought together a diversity of people who shared honestly their struggles of survival socially, politically and economically. I would congratulate the organizers. We need to have more of these sessions internally to sharpen the skills, attitudes and knowledge base of our own staff members."

Perhaps the most important point to emerge from the Forum was the need for stronger partnerships between NGOs and development agencies. The dialogue is ongoing and ICAE will continue to hold forums such as this in an effort to foster the understanding that makes such partnerships possible.

NORTH-SOUTH FORUM:
Developing New Forms of International Cooperation in Adult Education

PARTICIPANTS

Al-Rawi, Musari
ALECSO
Mohammed V St.
P.O. Box 1120,
Tunis, TUNISIA

Anonuevo, Carol Medel
Centre for Women's Resources
2nd. floor, Mar Santos Bldg
43 Roces Avenue
Quezon City
THE PHILIPPINES

Barrow, Dame Nita
President
International Council for Adult Education
328 Cliff Ave
Pelham, New York 10803
U.S.A.

Ben-Barka, Lalla-Aicha
DNAFLA
BP 62
Bamako
REPUBLIQUE DU MALI

Bosunga, L.I.
Association Zaïroise pour l'Education des Adultes
PO Box 14025
Kinshasa 1
REPUBLIQUE DE ZAIRE

Crombie, Alastair
President
Australian Association of Adult & Community Education
Box 1346,
Canberra ACT 2601
AUSTRALIA

de Vreede, Peter
European Bureau of Adult Education (EBAE)
Postbus 1145
2340 BC Oegstgeest
THE NETHERLANDS

Elser, Dr. Arlon E.
Program Director
W.K. Kellogg Foundation
400 N. Avenue
Battle Creek, Michigan
U.S.A.

Engberg, Peter
Secretary General
National Swedish Federation of Adult Education
Industrigatan 4B, 1Tr
S-112 46 Stockholm
SWEDEN

Enge, Elin
Executive Director
The Norwegian Campaign for Environment & Development
c/o FN Sambandet, Langesgt 4
0165 Oslo
NORWAY

Fanchette, Philippe
Director, Adult Basic Education Office
World Council of Churches
P.O. Box 2100
1211 Geneva 2
SWITZERLAND

Giacaman, Rita
Community Health Department
Birzeit University
Birzeit
VIA ISRAEL

Gibbs, Diana
Development Officer
International Council For Adult Education
720 Bathurst Street, Suite 500
Toronto, Ontario
CANADA M5S 2R4

Gleazer Jr., Edmund
Treasurer
International Council for Adult Education
8208 Woodhaven Blvd.
Bethesda, Maryland 20817 U.S.A.

Goldschmidt, Dr. Armin
Friedrich Naumann Foundation
42-1 Sukhumvit Soi 31
(Sawasdi)
GPO Box 11877
Bangkok 10501
THAILAND

Habib, Mary
Association NAJDEH
P.O. Box 3-6069
Beirut
LEBANON

Hall, Dr. Budd
Secretary-General
International Council for Adult Education
720 Bathurst Street, Suite 500
Toronto, Ontario
CANADA M5S 2R4

Hanssen, Halle Bjorn
Head of Information
NORAD
PO Box 8034, Dep. 0030
Oslo 1 NORWAY

Horn, Jakob
German Adult Education Association (DVV)
Rheinallee 1,
D-5300 Bonn 2
FEDERAL REPUBLIC OF GERMANY

Kassam, Yusuf
Director of Programmes
International Council for Adult Education
720 Bathurst Street, Suite 500
Toronto, Ontario
CANADA M5S 2R4

Léger, Ron
Director, INGO Division
Canadian International Development Agency (CIDA)
200 Promenade Du Portage
Hull, Quebec
CANADA K7A 1B2

Lovenskiold, Herman
Information Unit
NORAD
P.O. Box 8034 Dep. 0030
OSLO 1 NORWAY

Mobarak, Habib
Director
Literacy & Adult Education
UNESCO
7, Place de Fontenoy
75700 Paris
FRANCE

Oglesby, Leni
President
European Bureau of Adult Education
Division of Education
University of Sheffield
Sheffield S10 2TN
UNITED KINGDOM

Ortner, Dorothy
Director
Intermedia 670
475 Riverside Drive
New York, New York 10115
U.S.A.

Palma, Marta
Executive Secretary
Latin America World Council of Churches
P O Box 2100
CH-1211 Geneva 2
SWITZERLAND

Proulx, Jacques
Department de Psychologie
F.L.S.H. Universite de Sherbrooke
Boulevard Universite
Sherbrooke, Quebec
CANADA J1K 2R1

Ramdas, Lalita
International Task Force on Literacy
South Asia Office
c/o Navy House
Waltair Uplands
Visakhapatnam 530 003
INDIA

Robinson, Joyce
Managing Director,
HEART Trust,
4 Park Blvd.,
Kingston 5,
JAMAICA

Rodney, Patricia
Programme Coordinator
International Task Force for Literacy
720 Bathurst Street, Suite 500
Toronto, Ontario
CANADA M5S 2R4

Samlowski, Michael
German Adult Education Association (DVV)
Department for International Cooperation
Rheinallee 1
D- 5300 Bonn 2
FEDERAL REPUBLIC OF GERMANY

Silpa-Anan, Dr. Surat
Director-General
Department of Nonformal Education
Ministry of Education
Bangkok 10300
THAILAND

Tandon, Rajesh
Society for Participatory Research in Asia (PRIA)
45 Sainik Farm, Khanpur
New Delhi 110 062
INDIA

Tidalgo, Rosa Linda
Asian Consultant for UNIFEM
c/o ESCAP
United Nations Building
Bangkok 10200
THAILAND

Viezzer, Moema
Diretora
Rede Mulher
C.P. 1803
01051 Sao Paulo, S.P.
BRASIL

Vio Grossi, Francisco
Secretary-General,
Consejo de Educacion de Adultos
de America Latina (CEAAL),
Casilla 6257, Correo 22,
Santiago
CHILE

Wangoola, Paul
Secretary-General
AALAE
Finance House, 6th Floor
P.O. Box 50768
Nairobi
KENYA

Yamaguchi, Makoto
APSBAE
No. 18-1, Akamidai 4-chome
Kounosu City
Saitama Prefecture
JAPAN 365

Yanz, Lynda
Coordinator
ICAE Women's Program
394 Euclid Ave., Suite 308
Toronto, Ontario
CANADA M6G 2S9

NORTH-SOUTH FORUM:
Developing New Forms of
International Cooperation in Adult Education

January 13-15, 1990 **Bangkok, Thailand**

PROGRAMME

Objectives:

(a) Examine current issues in literacy and adult education internationally;
(b) Examine various ways of cooperating internationally;
(c) Focus on specific opportunities for action.

Saturday, January 13th 2:00 - 5:00 pm

"Literacy and Adult Education: What are the issues?"

Dame Nita Barrow, President, International Council for Adult Education, Barbados (Chairperson)
Ron Léger, Director, International Non-governmental Organisations Division, Canadian International Development Agency
Lalita Ramdas, Coordinator, International Task Force for Literacy - South Asia Office, India
Francisco Vio Grossi, Secretary-General, Latin American Council for Adult Education, Chile

Sunday, January 14th 2:00 - 5:00 pm

"International Networking and Action at the Base"

Paul Wangoola, Secretary-General, African Association for Literacy and Adult Education, Kenya
Herman Lovenskiold, NORAD, Norway
Carol Medel Anonuevo, Centre for Women's Resources, Philippines (Facilitator)

"Beyond Donor-Recipient Relationships"

Jakob Horn, Director of International Programs, German Adult Education Association
Arlon Elser, Senior Program Officer, The Kellogg Foundation, USA
Makoto Yamaguchi, Programme Advisory Committee, Asian-South Pacific Bureau for Adult Education (Facilitator)

Monday, January 15th 10:15 - 12:30 pm

"Opportunities for Action"

Literacy
Budd Hall, Secretary-General, International Council for Adult Education (Chairperson)
Gender Issues
Laila Ben-Barka, Women and Literacy Officer, National Literacy Programme, Government of Mali
People's Knowledge/Traditional Wisdom
Rajesh Tandon, Director, Participatory Research in Asia, India
Sustainable Development
Moema Viezzer, Coordinator, Environment Network, Latin American Council for Adult Education, Brazil

THE INTERNATIONAL COUNCIL FOR ADULT EDUCATION

The International Council for Adult Education (ICAE) represents the world-wide adult education movement of non-governmental organizations working at the grass-roots, national and regional levels.

The ICAE was founded in 1972 and now includes 105 national and regional member organizations from ninety countries. Priority programme areas are literacy and the right to learn, women's education, environmental learning/action and peace and human rights.

The ICAE works to strengthen and improve practice within the international adult education movement through publications, research, seminars, workshops and south/south exchange.

Through these activities, the ICAE strives to ensure that NGO concerns at grass-roots and national levels are addressed in regional and international policy debates, that NGO experiences are adequately researched, documented and disseminated and that the NGO voice is represented in international gatherings.

For more information, contact:

The International Council for Adult Education
720 Bathurst Street, Suite 500
Toronto, Ontario
CANADA M5S 2R4

Telephone: (416) 588-1211 Fax: (416) 588-5725